Organization Problems Inventory

	I (or my student) have problems with (yes or no):
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I (or my student) have problems with:	**Y/N?**
1. Being as neat as other people expect me to be	
2. Completing long and complicated assignments	
3. Concentrating or remembering information when I am distracted by what is going on around me	
4. Deciding how to tell which tools, books, & notebooks go with each task or class	
5. Dividing a big job into sub-tasks	
6. Doing the hard work first before I am too tired or bored	
7. Doing things in the right order	
8. Estimating how much time is left	
9. Figuring out what is wrong if I accidentally skip a step	
10. Finding something if it's not exactly where I thought it should be	
11. Finding the right place (so I can find them again) for all the "things" I need to organize	
12. Finding things in my locker or desk	
13. Finishing a long task without a check-list or outside help	
14. Finishing detailed work without recueing or incentives	
15. Finishing work when the assignment is too vague or when I'm not given specific due dates	
16. Getting a task done without daydreaming	
17. Getting my work done in the allotted time	
18. Highlighting just the most vital information	
19. Keeping my notebook in order	
20. Keeping track of assignments	
21. Knowing how long something takes to complete	
22. Knowing which papers I should keep in my notebook / files	
23. Learning new things while sitting perfectly still	
24. Lining up math problems	
25. Listening to long and complex directions	
26. Making the best choices	
27. Memorizing seemingly unrelated information so I can retrieve it for a task or test	
28. Moving smoothly from one task to another without anxiety	
29. Not just putting everything in one pile	
30. Putting things in the correct folder	
31. Reading clocks	
32. Remembering how to do something unless I have practiced it over and over	
33. Remembering how to do things without a lot of repetition	
34. Remembering the final goal because I'm so caught up in the step by step process	
35. Taking in all the details that everyone else does	
36. Understanding how two things are related	
37. Understanding the benefit of doing things in a structured set of steps	
38. Skipping steps in a task unless they are written out	
39. Staying on one topic while writing	
40. Studying the most important information the longest	
41. Taking and organizing notes for a research paper	
42. Taking organized notes from reading	
43. Throwing unnecessary things away	
44. Waiting for anything	
45. Working in a small space or area	

46. Working on multi-task, long terms assignments without waiting until the end to finish them	
47. Working with graphic organizers that require I sort ideas into topics	
48. Writing on the lines or within the margins	

Results for each Category:

Category	Score	Description
Sequential Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Prioritization Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Temporal Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Spatial Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Categorical (Semantic) Organization Problems	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.
Attention Organization Problems*	0	0-3 checks indicates a low to non-existent degree of organization problems in this category.

*If attention is the major area, regardless of its number score, start trying to deal with it first. It always affects the other categories of organization problems.

Specifically, we also have noted:

- That sometimes problems are related to learning styles. For example, someone who checked #3 and #26 may have attention problems or they may simply have problems with auditory distractors.
- Students, parents, and teachers often see problems quite differently. For older students, I try to have all three categories of people fill out the inventory for the student being evaluated. While most everyone recognizes the most problematic categories, which is seen as most problematic by the student is often not the same category reported by parents and teachers. Starting with what the student thinks is most problematic is a good way to start dealing with organization problems because the student is most invested in finding a way to remediate the problem they identify as their worst area of organization.
- A few people have told us that they need to fill out the inventory for different environments in their lives (home, work, school, etc.). While some problems seem to carry across environments, spatial problems, in particular, reportedly differ according to the environment the person is in and with whom they are living or working.